

If libraries sold books would there be any book stores?

Robert Mammel (epcs@freeway.net)

Thu, 29 Aug 1996 10:30:31 -0400

- **Messages sorted by:** [\[date \]](#) [\[thread \]](#) [\[subject \]](#) [\[author \]](#)
 - **Next message:** [Link Shadley: "Re: Definition of "Education""](#)
 - **Previous message:** [Mario Zinga: "Educational Value"](#)
 - **Next in thread:** [Link Shadley: "Re: If libraries sold books would there be any book stores?"](#)
-

If libraries sold books, would there be any book stores?

If libraries sell Internet dial in access (become an ISP) will there be any commercial Internet Service Providers?

Commercial Internet access wasn't obviously forthcoming two years ago in sparsely populated Northern Michigan, so the local libraries banded together to offer dial in service. Two years later only one commercial provider has braved competing against the subsidized services offered by the libraries.

Once a subsidized service is in place in a marginal profit area, such as in rural communities, is it likely that any non-subsidized provider will ever brave that market?

Robert Mammel

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517-732-0893 fax

517-732-8397 home

- **Next message:** [Link Shadley: "Re: Definition of "Education""](#)
- **Previous message:** [Mario Zinga: "Educational Value"](#)
- **Next in thread:** [Link Shadley: "Re: If libraries sold books would there be any book stores?"](#)

Re: Definition of "Education"

Link Shadley (lshadley@seasurf.com)

Thu, 29 Aug 1996 08:01:22 -0700

- Messages sorted by: [date] [thread] [subject] [author]
 - Next message: Lynn Milet: "query"
 - Previous message: Robert Mammel: "If libraries sold books would there be any book stores?"
 - Maybe in reply to: Bill Cosh: "Definition of "Education"'"
-

Jim Callahan wrote:

>

[187] Section 254(h)(4) denies

> eligibility for discounts to any school or library that "operates as a for-profit
> business."

This would seem to allow a school, consortium or library, to operate a school-based not-for-profit business run by students who would maintain a server, network, dial-in system and in essence, be an Internet service provider to other schools, homes and community groups.

```
* * * * *
*   In Balance,   Link Shadley   *
*   LANCE - Ecotrust - Clatsop Community College   *
*   (503) 325-9657  lshadley@orednet.org           *
*   lshadley@seasurf.com           *
* * * * *
```

- Next message: Lynn Milet: "query"
- Previous message: Robert Mammel: "If libraries sold books would there be any book stores?"
- Maybe in reply to: Bill Cosh: "Definition of "Education"'"

query

Lynn Milet (milet@kutztown.edu)
Thu, 29 Aug 1996 11:25:01 -0400 (EDT)

- Messages sorted by: [date || thread || subject || author]
- Next message: James M. Lynett: "Telecom Bill 96"
- Previous message: Link Shadley: "Re: Definition of "Education""

Hello everyone,

I haven't yet participated in the discussion; but have been reading everything with great excitement. I have a request to pose to you all... I teach a graduate instructional technology course and would like to save many of these messages and have my students read some in order to discuss the topic in class. So that I am not inundated with email... I am going to assume I have your individual permission to do this, unless I hear from you saying not to.... In advance, thank you...I think the on-line discussion will be wonderful fodder for an in-class discussion.....

[Moderator's Note: All the messages submitted to the discussion are already archived and available for public viewing through the Universal Service/Network Democracy Web site,

<http://info-ren.pitt.edu/universal-service/>

This material will be submitted ex parte by Information Renaissance to be part of the FCC's official record on the Universal Service debate.]

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-
- Next message: James M. Lynett: "Telecom Bill 96"
 - Previous message: Link Shadley: "Re: Definition of "Education""

Telecom Bill 96

James M. Lynett (jlynett@telis.org)

Thu, 29 Aug 1996 08:44:45 -0800

- Messages sorted by: [date || thread || subject || author]
 - Next message: KIETH WRIGHT: "Re: Educational Value"
 - Previous message: Lynn Milet: "query"
-

The only comment that I want to make comes from my experience. Our school district is ahead of others on this connectivity issue. We are well on the road to total district networking and subsequent access for every classroom. My point is that all these entities are probably at different stages of development so that the money available cannot be spent by everyone in the same way. With the telephone it was easy, you either had one or you didn't. I feel that each district (or maybe school) or any institution should receive funds based on the number of clients they serve. Then these institutions need to spend the money locally based on a series of broad guidelines and submit a report on how the money was spent. I think this would engender competition and accountability. Finally, I realize that this doesn't really address the issue of rural connections, but I do think all of these entities have a telephone line. The minimum that needs to be done of course, is to upgrade these lines so these institutions can have internet access at a level necessary to serve their clients.

- Next message: KIETH WRIGHT: "Re: Educational Value"
- Previous message: Lynn Milet: "query"

Re: If libraries sold books would there be any book stores?

Link Shadley (lshadley@seasurf.com)

Thu, 29 Aug 1996 10:45:14 -0700

- **Messages sorted by:** [date || thread || subject || author]
- **Next message:** Timothy Buyansky: "topic:sustainibiliy"
- **Previous message:** KIETH WRIGHT: "Re: Educational Value"
- **Maybe in reply to:** Robert Mammel: "If libraries sold books would there be any book stores?"
- **Next in thread:** TC Public Library: "Re: If libraries sold books would there be any book stores?"

Robert Mammel wrote:

>
> If libraries sold books, would there be any book stores?
>
> If libraries sell Internet dial in access (become an ISP) will there be any
> commercial Internet Service Providers?

> Once a subsidized service is in place in a marginal profit area, such as in
> rural communities, is it likely that any non-subsidized provider will ever
> brave that market?

Just the opposite happened here in northwest Oregon. After forming a local community partnership to create access, a state supported network was the only ISP willing to talk with us. We joined with them and payed their hardware and line costs to bring 3 POPs to cover the county with toll free access. That was two years ago. We now have 8 ISPs with local presence, the original subsidized ISP and 7 private providers that seem to be doing quite well. The trick, I think, was public awareness, training and promotion of the Internet to create a rapidly growing user base that encouraged other private ISPs to come in. If the subsidized POP hadn't been willing to participate, we might still be without service.

* * * * *
* In Balance, Link Shadley *
* LANCE - Ecotrust - Clatsop Community College *
* (503) 325-9657 lshadley@orednet.org *
* lshadley@seasurf.com *
* * * * *

-
- **Next message:** Timothy Buyansky: "topic:sustainibiliy"
 - **Previous message:** KIETH WRIGHT: "Re: Educational Value"
 - **Maybe in reply to:** Robert Mammel: "If libraries sold books would there be any book stores?"

- **Next in thread:** TC Public Library: "Re: If libraries sold books would there be any book stores?"

Re: Educational Value

KIETH WRIGHT (WRIGHTK@dewey.uncg.edu)

Thu, 29 Aug 1996 14:10:32 EST

- Messages sorted by: [date || thread || subject || author]
 - Next message: Link Shadley: "Re: If libraries sold books would there be any book stores?"
 - Previous message: James M. Lynett: "Telecom Bill 96"
 - Maybe in reply to: Mario Zinga: "Educational Value"
 - Next in thread: Currie Morrison : "Re: Educational Value"
-

I would agree with the statement about educational value

We have found that many students and teachers do not (unless provided with time, encouragement, and technical support) use any technology.

We have also found that technical support is not enough

HOWEVER...if we made equipment and connection simpler it would sure make life easier for everyone... Here we are operating in 4 FOUR technical environment and it can make strong men weep.

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<http://www.uncg.edu:80/~kcwright>
910 334 3481 or 910 334 4313
910 334 5060 - fax

- Next message: Link Shadley: "Re: If libraries sold books would there be any book stores?"
- Previous message: James M. Lynett: "Telecom Bill 96"
- Maybe in reply to: Mario Zinga: "Educational Value"
- Next in thread: Currie Morrison : "Re: Educational Value"

topic:subtainibiliy

Timothy Buyansky (tbuyansk@wviz.org)
Thu, 29 Aug 1996 14:12:00 -0400 (EDT)

- Messages sorted by: [date] [thread] [subject] [author]
 - Next message: Rushton Brandis: "Public Libraries, the Internet and ISPs"
 - Previous message: Link Shadley: "Re: If libraries sold books would there be any book stores?"
 - In reply to: Richard Buro: "Re: A teachers perspective initially"
 - Next in thread: time traveler: "Re: topic:subtainibiliy"
-

I think there are two important elements in our discussions. The first is preparing teachers to use the new technology so that it will be useful in the classroom and used in the classroom. I was at a seminar on technology thinking that everyone should be getting to use this new approach. However the leader of the the group made it clear that it the teacher who must teach the subject. Let them determine what is needed in the classroom. He said not everyone needs to use the computer. Find out from each teacher what technology is needed and wanted in their class. And then help them get it. The other element that has been talked about a little is the the need to have money available to help keep school up to date. It's important that we don't get money to just set up the technology programs in schools. With the changes that happen so quickly today we as schools need the funds to be able to upgrade as needed. Without this aspect included money spent today could prove to be useless tomorrow.

Timothy

- Next message: Rushton Brandis: "Public Libraries, the Internet and ISPs"
- Previous message: Link Shadley: "Re: If libraries sold books would there be any book stores?"
- In reply to: Richard Buro: "Re: A teachers perspective initially"
- Next in thread: time traveler: "Re: topic:subtainibiliy"

Public Libraries, the Internet and ISPs

Rushton Brandis (Rushton.G.BRANDIS@state.or.us)

Thu, 29 Aug 1996 12:21:11 +0100

- Messages sorted by: [date || thread || subject || author]
 - Next message: Reed Hundt: "Greetings from the FCC"
 - Previous message: Timothy Buyansky: "topic:sustainibiliy"
-

As I administer public access Internet grants to small, rural public libraries, I have several observations.

1) It is not as hard for rural libraries to get connected these days. Yes, I do have to arrange for 800 number surcharge access in 5 of 25 grants being given out in September. But, in the other cases, it is a local call. And, as Steve Harmon, Senior Investment Analyst for iWorld pointed out in his column (<http://netday.iworld.com/stocks/column.shtml>) on August 16:

"In short, like local newspapers and trade magazines, the presence of same-town businesspersons offering net access and services has been largely ignored by most analysts covering this industry. Anecdotal evidence: More than 7,000 ISPs in the US this year compared to about 6,000 in 1995. Clearly, Ma Bell and her offspring haven't--yet--made the dent most thought they would."

One of the vendors, Teleport (<http://www.teleport.com>) in Portland, OR, offers a 50% discount to libraries with a letter to their Nonprofit Coordinator (nonprofit@teleport.com). Other local Internet providers have said they would not charge the library if it went over the regular number of hours per month for an account.

2) There was a concern expressed earlier about libraries selling Internet services. Seattle Public Library has been very successful selling Internet services and helping to foster an active community network. Salem Public Library in Oregon received a grant from NTIA to offer Internet to the public (<http://www.open.org>). There was some concern expressed by a local commercial Salem Internet provider, and the library adjusted its business rate.

3) Oregon has established a statewide Telecommunications Forum under the auspices of the Governor (<http://www.das.state.or.us/otf/>). Several guiding elements for that forum state:

...Include all telecommunications stakeholders, including providers, consumers*, and regulators (*such as: urban, rural, business, residential, health care, education, libraries, law enforcement, etc.)

...Actively encourage partnerships among public, private, and non-profit entities.

...Provide the basis for linking state strategy with federal policy.

4) As an aside, public libraries offer videotapes in their circulating

collections. Local video stores continue to do business, the Discovery Channel is successful on cable and Sesame Street does well on television and videocassette. Story hours and children's reading programs are offered by public libraries. Blockbuster and Hollywood Video continue to "circulate" videos.

5) Oregon EdNet provides Internet on a self-sustaining basis through the state Department of Administrative Services to libraries and other government entities throughout Oregon. It puts local dialup POPs in some libraries in exchange for service to the library. From the library's perspective, EdNet was the only way to get local dial and 56K service in Pendleton, OR through December, 1995. In January, 1996, two commercial providers came to town.

Summary: We have to be careful to include various existing Internet public library efforts with consideration of discounted library service. In my experience, cooperation already exists. Libraries can contribute to local economic development as well as provide public access to members of their community.

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<<http://www.osl.state.or.us/oslhome.html>>

-
- **Next message:** Reed Hundt: "Greetings from the FCC"
 - **Previous message:** Timothy Buyansky: "topic:sustainibily"

Greetings from the FCC

Reed Hundt (reh@fcc.gov)

Thu, 29 Aug 1996 15:35:50 -0400

- **Messages sorted by:** [date || thread || subject || author]
 - **Next message:** Currie Morrison : "Re: Educational Value"
 - **Previous message:** Rushton Brandis: "Public Libraries, the Internet and ISPs"
-

To Seminar Participants:

Greetings and good luck in beginning your on-line course! Bob Carlitz has set up a great example of the way technology can increase communication, learning, and participation in public debate.

As you know, Universal Service policy will impact all Americans, but it's especially important for our education hubs: schools and libraries. Universal Service can help bridge the gap between the information "haves" and "have nots" by giving every child the tools and knowledge essential for the 21st century.

I look forward to reading your course discussions in the official FCC record, and thank you for your contribution to this important policy-making process.

Best Regards,

Reed Hundt
Chairman, Federal Communications Commission

- **Next message:** Currie Morrison : "Re: Educational Value"
- **Previous message:** Rushton Brandis: "Public Libraries, the Internet and ISPs"

Re: Educational Value

Currie Morrison (currie@hale.ssd.k12.wa.us)
Thu, 29 Aug 1996 12:45:41 -0700 (PDT)

- Messages sorted by: [date | thread | subject | author]
 - Next message: Steve Kohn: "Reply to:"
 - Previous message: Reed Hundt: "Greetings from the FCC"
 - In reply to: Mario Zinga: "Educational Value"
 - Next in thread: Tom Hibbs: "Re: Educational Value"
-

On Thu, 29 Aug 1996, Mario Zinga wrote:

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> There is talk about standards,....snip...but no dicussion about the
> educational use of access.
> .....snip..... sorry mario!!!
>
> ....snip.... [[it seems to me that if we had a set of educational
> objectives in mind, then the discussion could match legislative issues]]
> ....snip.....
> -mario zinga
>
```

My feelilng is that Mario has made a significant contribution in getting this discussion moving forward.

My feeling is that standards have been and are being set from a purely technological and hardware standpoint already. For that area we should push for lowcost devices and access that schools can afford.

However, much more important is how we want to use the access to enhance our children's education and how we are going to train the milions of present day teachers to not use this access but to use this access in an enthusiastic way.

Waiting for the next generatin of college trained teachers is too long to wait. This legislation needs to manipultated and a way that a significant sum of money be spent on Training and acceptable uses of this technology. THIS IS AN AREA WHERE BUSINESS SEEMS TO DO A MUCH BETTER JOB THAN SCHOOL DISTRICTS. Why????

Cheers!

Currie

```

/ 0 0 \
=====oo0=( )=0oo=====
|\-----|
||      Currie Morrison      * currie@hale.ssd.k12.wa.us  ||
||      Nathan Hale High School * Technology Coordinator  ||
||      HTTP://hale.ssd.k12.wa.us * Seattle Public Schools  ||
|/-----|.ooo0-----\|
===== ( ) =0ooo.=====
      \ ( ( )
       \_ ) _/
```

-
- **Next message:** Steve Kohn: "Reply to:"
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 - **In reply to:** Mario Zinga: "Educational Value"
 - **Next in thread:** Tom Hibbs: "Re: Educational Value"

Reply to:

Steve Kohn (NOTES.SKOHNA50VM1.trg.nynex.COM)
29 Aug 1996 12:12:12 GMT

- Messages sorted by: [date] [thread] [subject] [author]
 - Next message: Jack McFadden: "Re: universal service vs. public sector service -Reply"
 - Previous message: Currie Morrison : "Re: Educational Value"
-

Hi,

The Telecommunication Act indicates that the states can enhance, but in no way diminish whatever the FCC decides is Universal Service for Education and Libraries.

> Greetings again!

>

> As I'm reading through my 29 e-mail messages from today's discussion group, I've been reminded of an experience I had with a lobbyist from our State's Telephone Association earlier this summer.

>

> I was told at that point (by this telecommunications lobbyist) that the Universal Service provisions in the Federal Telecommunications Bill requiring discounts for schools were "meaningless." The reason he gave, was that in states like Wisconsin, state law prohibits telecommunications companies from charging different rates for the same service to different customers. Further, he commented that Wisconsin's telecommunications industry didn't care what federal law said, because their intention was to follow strictly state law.

>

> Have any of the other participants heard similar things from the telecommunications representatives in their state?

>

> Bill Cosh

> Wisconsin Association of School Boards

> bcosh@wasb.org

-
- Next message: Jack McFadden: "Re: universal service vs. public sector service -Reply"
 - Previous message: Currie Morrison : "Re: Educational Value"

Re: universal service vs. public sector service

-Reply

Jack McFadden (jmcfadden@mail.state.tn.us)

Thu, 29 Aug 1996 15:39:58 -0500

- Messages sorted by: [date || thread || subject || author]
 - Next message: Ken Hammer: "future topics"
 - Previous message: Steve Kohn: "Reply to:"
-

On 8/28 Sally Hawkes said:

--[stuff deleted]--

Now with the FCC hearings there is a possibility that education and library tariff discounts might be separated from state govt. tariff discounts that already are in place in Arkansas. This could have a disastrous effect on the cooperative infrastructure that was build by the education, library and state government funds and personnel. Would this have an impact on what is already in place in other states?

I share your concern about possible adverse effects on cooperative public sector networking efforts. Perhaps the FCC ought to take the Hippocratic oath on this one (the oath all physicians are sworn to): "first, do no harm".

I think if a school system or statewide network of K12 schools (and libraries) opts to obtain service through a (obviously) non-profit public sector network, that network as the legitimate procurement agent for those schools ought to be able to obtain the services necessary to connect those schools at the discounted rate. If the network has already secured reduced rates through a bulk purchase contract that meets or beats the discounted K12 rate, then no harm done.

Tennessee has some education-specific tariffs in place, and the possibility that K12 could have a strong \$ incentive to build a separate public sector network, reducing the ability of the rest of the local community or state to aggregate sufficient traffic for an efficient network, has been a concern of mine.

-Jack McFadden

- Next message: Ken Hammer: "future topics"
- Previous message: Steve Kohn: "Reply to:"

future topics

Ken Hammer (*ken.hammer@ConnRiver.net*)

Thu, 29 Aug 96 15:49:29 -0500

- **Messages sorted by:** [date || thread || subject || author]
- **Next message:** Ken Hammer: "First reactions"
- **Previous message:** Jack McFadden: "Re: universal service vs. public sector service -Reply"

In response to your request for agenda items, the following from your list are most attractive to me

What already exists?

How should the subsidies be allocated?

What constitutes a bona fide request?

--

K.F.Hammer Associates
management consultations

Ken Hammer
St. Johnsbury, VT 05819

*MR/2 ICE Tag: Anyone know how to set my laser printer to STUN?

-
- **Next message:** Ken Hammer: "First reactions"
 - **Previous message:** Jack McFadden: "Re: universal service vs. public sector service -Reply"

First reactions

Ken Hammer (*ken.hammer@ConnRiver.net*)

Thu, 29 Aug 96 15:40:18 -0500

- Messages sorted by: [date || thread || subject || author]
 - Next message: BRANDIS Rushton G: "Public Libraries, Internet and ISPs"
 - Previous message: Ken Hammer: "future topics"
 - Next in thread: Tom Hibbs: "Re: First reactions"
-

I'm new to this so the reactions are derived more from experience than the specifics of this discussion. Background: manufacturer jet engines and computers; president scale company; hospital trustee; independent school trustee.

The "further comments" section is incomprehensible geek talk to a newcomer. The daily digests reveal more recognizable human concerns and ambitions. For me there are disturbine threads in both.

1. We seem to be trying to impose rational social/political structure on top of an evolving growing weed-like phenomenon. By our imposition of premature structure we can easily inhibit/prohibit future constructive evolution.
2. "Universal" is a politically popular pandering term for which we can never state the costs. They always grow far beyond our beginning imaginations.
3. "Subsidies" are not. They are cost-shifting devices employed by governing bodies to assert influence far beyond that which would be allowed if anyone really knew the total cost before the system floundered in its excess. I will simply recognize the health care "system" of this country as example without feeling any need to justify analogy.

With apologies for not clipping the sources of these clips from the digests, I applaud Wisconsin for trying to inhibit the cost-shift: "discounts for schools were "meaningless." The reason he gave, was that in states like Wisconsin, state law prohibits telecommunications companies from charging different rates for the same service to different customers."

My recognition of cost-shift rather than subsidy is not a unique insight of mine: "As I'm sure you are aware, the Universal Service legislation establishes a Universal Service Fund from which telecommunication carriers will be able to be made whole for whatever discounts are legislated. The fund will be generated by a surcharge on customers telecommunication bills."

When we know this going in, why do we allow ourselves to overindulge? Something for nothing? Everything for everybody? Focus? Specialize?

--

K.F.Hammer Associates

Ken Hammer

management consultations

St. Johnsbury, VT 05819

*MR/2 ICE Tag: Bad or missing mouse driver. Spank the cat? (Y/n)

- **Next message:** BRANDIS Rushton G: "Public Libraries, Internet and ISPs"
- **Previous message:** Ken Hammer: "future topics"
- **Next in thread:** Tom Hibbs: "Re: First reactions"

Public Libraries, Internet and ISPs

BRANDIS Rushton G (brandis_rushton_g@oslmac.osl.state.or.us)
29 Aug 1996 13:47:23 U

- Messages sorted by: [date || thread || subject || author]
 - Next message: time traveler: "Re: topic:sustainibily"
 - Previous message: Ken Hammer: "First reactions"
-

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1) It is not as hard for rural libraries to get connected these days. Yes, I do have to arrange for 800 number surcharge access in 5 of 25 grants being given out in September. But, in the other cases, it is a local call. And, as Steve Harmon, Senior Investment Analyst for iWorld pointed out in his column (<http://netday.iworld.com/stocks/column.shtml>) on August 16:

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503 378 2112 x 224 voice; 503 588 7119 fax
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-
- **Next message: time traveler: "Re: topic:sustainibily"**
 - **Previous message: Ken Hammer: "First reactions"**

Re: topic:sustainibiliy

time_traveler (gressler@nevada.edu)

Thu, 29 Aug 1996 14:23:19 -0700

- Messages sorted by: [date || thread || subject || author]
 - Next message: Bill Cosh: "Revenue Caps"
 - Previous message: BRANDIS Rushton G: "Public Libraries, Internet and ISPs"
 - Maybe in reply to: Timothy Buyansky: "topic:sustainibiliy"
 - Next in thread: Steve Kohn: "Re: A teachers perspective initially"
-

Timothy Buyansky wrote:

> ...
> the leader of the the group made it clear that it the teacher who must teach
> the subject. Let them determine what is needed in the classroom. He said
> not everyone needs to use the computer. Find out from each teacher what
> technology is needed and wanted in their class. And then help them get it.

Good point, but it is the responsibility of we who teach technology to try to assure that the classroom teachers are aware of available technology and the ways they and their students may benefit from its use. If I didn't know about hammers, I might spend a lot of time trying to drive a nail with a screwdriver.

> The other element that has been talked about a little is the the need to
> have money available to help keep school up to date. It's important that we
> don't get money to just set up the technology programs in schools. With the
> changes that happen so quickly today we as schools need the funds to be able
> to upgrade as needed. Without this aspect included money spent today could
> prove to be useless tomorrow.

Yes! This seems to be a problem in many educational settings, and having struggled with it many times, I would love to find the definitive answer.

Rita Gressler

- Next message: Bill Cosh: "Revenue Caps"
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- Next in thread: Steve Kohn: "Re: A teachers perspective initially"

Revenue Caps

Bill Cosh (bcosh@wasb.org)

Thu, 29 Aug 1996 16:34:43 -0700

- Messages sorted by: [date || thread || subject || author]
 - Next message: Sam Simon: "US-ND: Two issues"
 - Previous message: time traveler: "Re: topic:sustainibily"
-

Several participants have commented how difficult it can be for schools to plan for the use of technology and for upgrading technology once they have it due to the costs involved.

I wanted to share with the group an additional barrier faced by schools in Wisconsin--revenue caps. Wisconsin several years ago passed a law that provides a cap on school costs. Rather than limit a school district's spending, the amount of revenue that they can raise is capped.

The effect that this has had on the ability of Wisconsin schools to access the "Information Superhighway" has been astronomical. Schools that did not begin to build into their base the necessary telecommunications costs have been left with having to go to referendum to obtain funds. If the allowable growth rate is not available in a school's budget to repay a loan to purchase computers for \$50,000 or \$100,000 the district has to go to referendum for even amounts of this size. To give you an idea of how far \$100,000 in technology funding goes for a school, I visited a medium sized school district in Wisconsin (Waukesha). The estimate for category 5 wiring for thier buildings comes to \$8.5 million alone. That doesn't even include connecting it to anything like a computer in the classroom.

School districts with declining enrollments are especially hit hard. A lot of these districts are faced with a situation where they need to cut hundreds of thousands of dollars each year from their existing programs, let alone try to find money to set aside to purchase technology or access.

I can't tell you how often I have encountered school districts in Wisconsin that have planned very well for technology, that have spent years upgrading their equipment. Now, they have a plan in place to replace equipment over a 3 year time frame or 5 year time frame so that they don't fall behind or become outdate. With revenue caps those plans have become useless as districts facing \$500,000 per year budget cuts can't even make the first year's replacement of equipment.

- Next message: Sam Simon: "US-ND: Two issues"
- Previous message: time traveler: "Re: topic:sustainibily"

US-ND: Two issues

Sam Simon (ssimon@idi.net)

Thu, 29 Aug 1996 17:43:52 -0700

- Messages sorted by: [date || thread || subject || author]
 - Next message: Rex Buddenberg: "Re: US-ND: Two issues"
 - Previous message: Bill Cosh: "Revenue Caps"
 - Next in thread: Rex Buddenberg: "Re: US-ND: Two issues"
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Comments on two issues;

Teacher training. In Fairfax County Virginia there is a program for Technology Resource Teachers, much like the Resource Teachers in Special Education. My wife is an elementary school counselor and not technology savvy. She has learned a lot from the Resource Teacher, both the basics and ideas for integration into her work.

Turning Schools Systems into businesses:

Schools are educational institutions. There have often been suggestions that they "resell" services of one sort or another to help raise money. Marty suggests they resell dial-up accounts. At one time, there was a grand scheme to turn schools into community technology centers and by night the "business community" would use the various facilities such as video conferencing etc.

It is a long term mistake to try and turn schools into businesses, when in fact their resources, energy and creativity ought to be devoted to their primary mission. The downsides are enormous, with the cost not only the risk of losing money (remember NPR almost went bankrupt trying to sell satellite time), it is opportunity cost -- the loss of focus and priority.

There may be times and situations where it is appropriate, such as some examples given here in the more rural environments where schools systems or governments (libraries) have helped seed the market through subsidized situations. But as a general rule, I think, it is not smart to look at resell opportunities as major funding sources.

What we need is taxpayers with the commitment to public education.

The role of the new Telecommunication Act is, I think, to help stretch those taxpayer dollars and focus school attention on the purchase and integration of technology into the class room.

Sam Simon

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- **Next message:** Rex Buddenberg: "Re: US-ND: Two issues"
 - **Previous message:** Bill Cosh: "Revenue Caps"
 - **Next in thread:** Rex Buddenberg: "Re: US-ND: Two issues"

Re: US-ND: Two issues

Rex Buddenberg (budden@nps.navy.mil)

Thu, 29 Aug 96 15:49:18 -0700

- Messages sorted by: [date || thread || subject || author]
- Next message: Kathryn L. Stirk: "Support"
- Previous message: Sam Simon: "US-ND: Two issues"
- In reply to: Sam Simon: "US-ND: Two issues"

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> Turning Schools Systems into businesses:
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To reinforce this point, a quick review of Internet history is in order.

http://dubhe.cc.nps.navy.mil/~budden/lecture_notes/internet_history.html
has the class notes that I use to teach this lesson.

In 1988, National Science Foundation took over management of the Internet from DARPA (this is when the name changed from ARPANET to Internet). At that time NSF funded operation of the backbone (today the NSPs -- network service providers) in toto. NSF also subsidized a couple dozen Internet service providers (NEARNET, SURANET, BARRNET, CERFNET, ...). These were usually university based and all were non-profit. All operated under NSF's acceptable use policy which mandated non-commercial use only (a policy which did allow corporate R&D outfits and even wholly commercial companies to connect, but for non-commercial use ... became an unenforceable policy, but got overtaken by events).

By about 1992, the number of commercial connections to the Internet overtook the number of R&E (research & education) connections and has been outstripping ever since. Note that this happened while the NSF non-commercial AUP was still in effect.

In 1993, the NSF subsidies ceased. In the five years, the 'net grew from thousands of users to millions of users -- a pretty dramatic scale up. In the process, DARPA hatched and NSF nurtured an entire industry which, with the end of the subsidies, was weaned.

And the Internet service providers? All of them 'went legit'. Some reincorporated as tax-paying, commercial use corporations. Others got themselves bought by tax-paying, commercial use companies (NPS gets part of its service from BARRNET which went commercial by being bought by BBN). None, to my knowledge, went away. And these ISPs got joined by a much larger throng -- I've heard nose counts of 3000-7000 ISPs in the country today. And, by going commercial, the R&E AUP was no longer applicable.

Somehow, I think trying to de-commercialize an industry that was very carefully and deliberately commercialized by federal